

LEXINGTON MIDDLE

702 North Lake Drive
Lexington, South Carolina 29072

GRADES 6-8 Middle School

ENROLLMENT 1,590 Students

PRINCIPAL Laura S. McMahan 803-359-6169

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	2	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

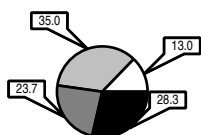
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.0%

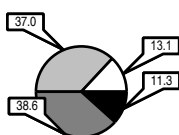
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

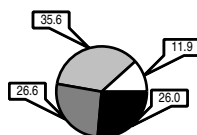


Mathematics

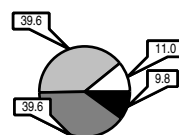
Middle Schools with Students like Ours



English/Language Arts



Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	1,585	99.4	12.8	37.0	38.6	11.6	60.8	Yes	Yes
Gender									
Male	803	99.3	16.6	39.2	35.9	8.3	53.6		
Female	782	99.6	9.0	34.7	41.3	14.9	67.9		
Racial/Ethnic Group									
White	1,388	99.8	11.1	35.4	41.0	12.6	64.1	Yes	Yes
African-American	126	100.0	28.2	49.6	18.8	3.4	31.6	Yes	Yes
Asian/Pacific Islander	29	96.6	8.0	48.0	36.0	8.0	60.0	I/S	I/S
Hispanic	35	85.7	36.0	44.0	12.0	8.0	28.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,439	99.4	8.1	37.5	42.1	12.3	65.4		
Disabled	146	100.0	60.7	31.1	3.0	5.2	13.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,585	99.4	12.8	37.0	38.6	11.6	60.8		
English Proficiency									
Limited English Proficient	20	70.0	38.5	53.8	7.7	0.0	7.7	I/S	I/S
Non-Limited English Proficient	1,565	99.8	12.5	36.8	38.9	11.7	61.2		
Socio-Economic Status									
Subsidized meals	234	97.4	29.5	48.1	21.4	1.0	35.2	Yes	Yes
Full-pay meals	1,349	99.8	10.1	35.2	41.4	13.4	64.9		

Mathematics - State Performance Objective = 15.5%									
All Students	1,584	99.8	12.6	35.0	23.8	28.6	66.1	Yes	Yes
Gender									
Male	802	99.8	13.9	32.7	21.7	31.7	66.5		
Female	782	99.7	11.4	37.3	25.9	25.5	65.7		
Racial/Ethnic Group									
White	1,387	99.8	10.8	34.4	23.9	30.9	68.2	Yes	Yes
African American	126	100.0	34.2	43.6	17.1	5.1	37.6	Yes	Yes
Asian/Pacific Islander	29	100.0	0.0	28.0	44.0	28.0	92.0	I/S	I/S
Hispanic	35	97.1	23.1	26.9	30.8	19.2	57.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,439	99.7	8.7	35.1	25.5	30.8	70.2		
Disabled	145	100.0	52.6	34.1	6.7	6.7	23.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,584	99.8	12.6	35.0	23.8	28.6	66.1		
English Proficiency									
Limited English Proficient	20	95.0	28.6	35.7	21.4	14.3	42.9	I/S	I/S
Non-Limited English Proficient	1,564	99.8	12.5	35.0	23.8	28.8	66.3		
Socio-Economic Status									
Subsidized meals	233	99.1	34.6	40.8	16.1	8.5	37.4	Yes	Yes
Full-pay meals	1,349	99.9	9.1	34.0	25.0	31.9	70.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	386	100.0	16.9	35.5	29.9	17.7	47.6
	Grade 7	539	100.0	11.3	37.8	46.1	4.8	50.9
	Grade 8	571	99.8	10.2	42.0	40.7	7.2	47.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	444	99.6	19.0	31.4	39.0	10.6	49.5
	Grade 7	602	99.2	12.3	40.0	34.9	12.8	47.7
	Grade 8	542	99.6	9.5	38.9	41.9	9.7	51.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	386	100.0	13.9	31.3	31.3	23.5	54.8
	Grade 7	539	100.0	16.0	32.9	24.4	26.7	51.1
	Grade 8	571	100.0	11.3	47.0	24.8	17.0	41.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	444	99.8	13.3	28.4	27.2	31.1	58.4
	Grade 7	602	99.7	11.4	33.2	23.7	31.7	55.4
	Grade 8	542	99.8	14.7	43.5	20.9	20.9	41.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,590)				
Students enrolled in high school credit courses (grades 7 & 8)	25.4%	Down from 29.6%	29.3%	14.6%
Retention rate	1.6%	Up from 1.4%	1.3%	3.0%
Attendance rate	97.0%	Up from 96.3%	97.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%		1.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		1.5%	5.3%
Eligible for gifted and talented	34.9%	Up from 14.6%	37.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 8.9%	8.7%	13.9%
Older than usual for grade	1.3%	Down from 2.0%	1.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.3%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 103)				
Teachers with advanced degrees	53.4%	Up from 49.5%	52.2%	48.7%
Continuing contract teachers	88.3%	Down from 92.1%	89.7%	81.7%
Highly qualified teachers**	91.3%	N/A	90.7%	90.4%
Teachers with emergency or provisional certificates	2.1%		3.1%	5.3%
Teachers returning from previous year	94.8%	Up from 86.8%	88.5%	85.1%
Teacher attendance rate	94.6%	Up from 93.9%	94.6%	94.8%
Average teacher salary	\$43,958	Up 3.0%	\$42,248	\$40,566
Prof. development days/teacher	9.1 days	Down from 9.9 days	11.3 days	11.0 days

School				
Principal's years at school	11.0	Up from 10.0	5.0	3.3
Student-teacher ratio in core subjects	24.7 to 1	Up from 24.5 to 1	24.7 to 1	21.3 to 1
Prime instructional time	90.9%	Up from 89.6%	91.1%	89.3%
Dollars spent per pupil*	\$5,673	Up 3.0%	\$5,613	\$5,821
Percent of expenditures for teacher salaries*	64.7%	Down from 66.6%	62.3%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.4%	Down from 98.9%	98.1%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

The 2003-2004 school year was another successful year for Lexington Middle School. For the third consecutive year, the school received an "Excellent" Absolute Rating on the school report card. LMS was again given a Palmetto Gold award as a result of our students' achievements.

During the school year, our School Improvement Council and our parent organization, Partners For Education, continued to give unprecedented support during a period of tremendous growth and very limited budgets. Parents and staff members served on a committee to develop plans for a new middle school and several of our parents actively worked in the community regarding a proposed bond referendum.

Several of our teachers attained National Board Certification^{fi}, bringing our total to 15 National Board Certified Teachers^{fi}. We had 193 seventh graders qualify to take the SAT through the Duke University Talent Identification Program. Forty-eight seventh graders were recognized as State Award winners, and one student was recognized as a Grand Award winner. In addition, 122 eighth graders were named South Carolina Junior Scholars.

Throughout the year, different grade levels held parent meetings to discuss state standards and instructional methods for specific subjects. We also hosted meetings with parents of rising sixth and eighth grade honors students where we discussed the rigors of the curriculum. Several of our teachers served as members of our school's Data Development team, whose charge was to analyze test results and develop strategies to help improve student achievement. We implemented a school-wide literacy program and stressed reading across all subject areas. Our School Resource Officer, with assistance from our PFE, organized six parent workshops focused on student safety. These meetings were very well attended and received by our parents.

In an effort to maximize learning opportunities for our students, we implemented a new schedule for the 2003-2004 school year. Core academic classes were extended to 70 minutes each. Both students and teachers adapted very quickly to this new format. The purpose of this new format was to provide more instructional time for our standards-based curriculum. This should increase student learning and positively affect our Palmetto Achievement Challenge Tests results. We want to continue to decrease the percentage of students scoring Below Basic, while increasing the percentage of students who score Proficient or Advanced.

Lexington Middle School has the distinction of having the largest middle school enrollment in the state. This creates many challenges, and we are so fortunate to have such outstanding students and parents. Their dedication and commitment to education is evident. The success of LMS is truly a testament to their support. It is with much gratitude that we thank everyone for all you do for Lexington Middle School.

Jeffrey F. Caldwell, Principal

Kim Wilson, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	63	492	179
Percent satisfied with learning environment	95.2%	81.2%	83.1%
Percent satisfied with social and physical environment	96.8%	84.2%	81.7%
Percent satisfied with home-school relations	95.0%	89.5%	64.9%

*Only students at the highest middle school grade level at this school and their parents were included.